

AMERICAN JOURNAL OF EDUCATION

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UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

XXVII.

MINDEN, LOUISIANA, MARCH 23, 1894.

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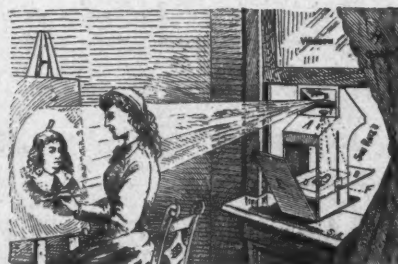
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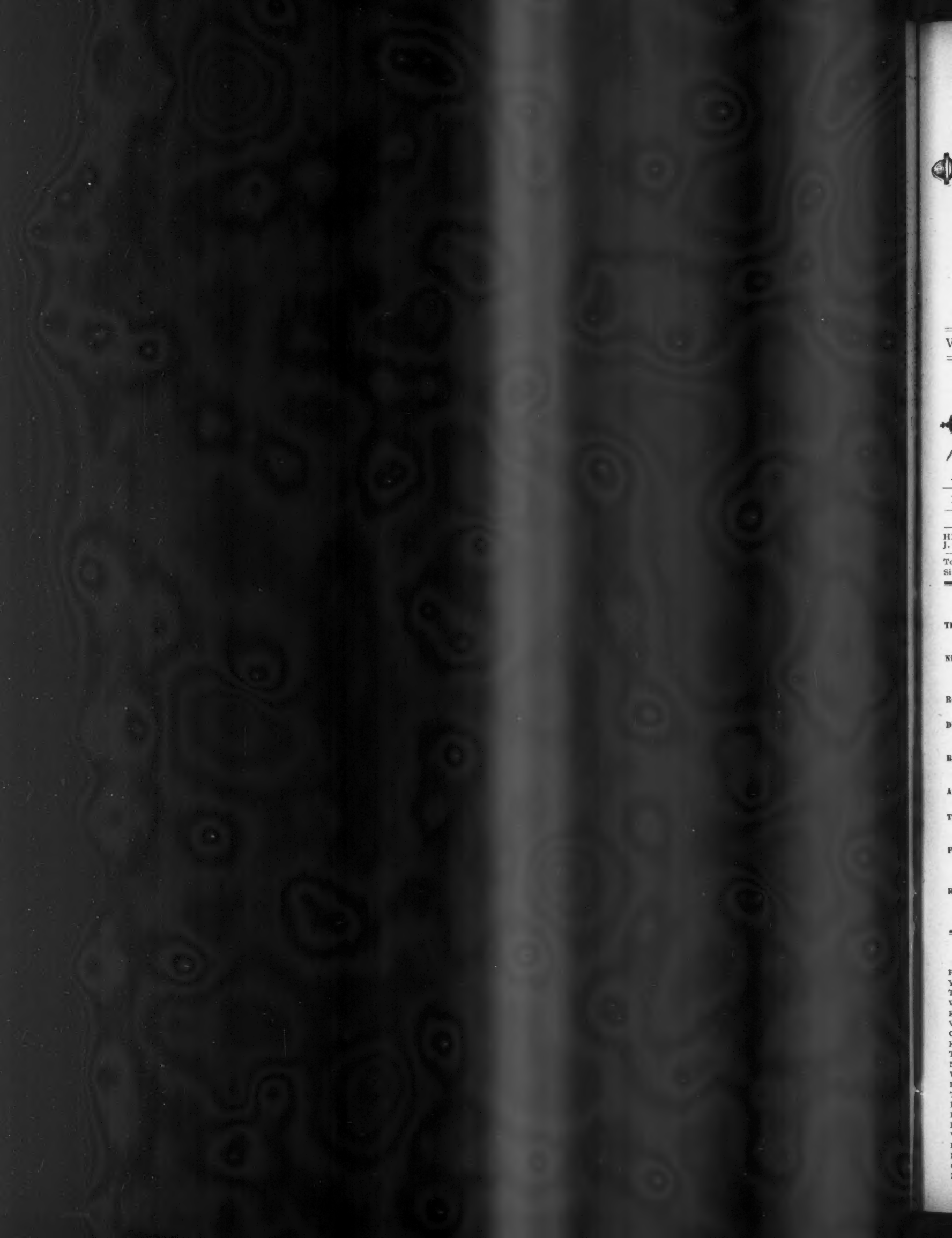
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MINDEN, LOUISIANA, MARCH 23, 1894.

No. 3.

LOUISIANA EDITION



And National Educator.

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The dignity of this act
Was worth the audience of kings and princes.

IN his tender, but strong and all-embracing apostrophe to "America," in his address at the High School in St. Louis, Feb. 22, Prof. Wm. M. Bryant said:

"America! That is the ideal of perfect conditions for the perfect unfolding of a human life. It means that whoever is willing to till an acre of ground shall be secured in its possession. And it means also that he who is thus secured shall himself joyously turn the furrows of his acre and sow those furrows with the magic seed of his own intelligence, that so he may bring about the miracle of mingling moisture and sunbeams in such fashion that from their fusion shall spring corn and cotton, bread and clothing for man as animal, through which man as soul blooms into actual life.

"America! That means an ideal police force that shall successfully keep in check all undivine tendencies. It is the ideal of perfect legislation, the ideal of perfect courts of justice, the ideal of perfect administration of law. But America is none the less the ideal of perfectly organized remedial agencies. It is the ideal of prisons that have become schools, and of schools that have ceased to be prisons. It is the ideal of a land where tyranny has become impossible, and where the rule, 'Love your enemies,' has become obsolete, because all men are friends.

"America! That is the ideal of a world in perfect unison, of a world in which all has grown vocal, of a world of richly perfected rhythm whose 'fundamental tone' is reason and whose 'overtone' are all the arts and sciences.

"And this splendid ideal, which still requires the coming centuries for its complete fulfillment, is

nevertheless even now unfolded, and unfolding, into fairly worthy forms and into richly-varied harmonies. Vocal, indeed, is the America in which you live! Why, from the moment of your birth, sunbeams and school bells have been calling out to you to wake, wake and behold the splendors of the world!

"Not Turkish tyranny, not Zulu savagery, but blessed American liberty beams on you with each rising sun. And all this beaming, vocal world is forever calling out to you. You are its center. You are the one object of its solicitude. And since its whole vocalization is addressed to you, does not that put you in the 'case' called 'vocate'?"

"And with all the world thus eagerly calling you, there is but one way to make sure of finding your true vocation. You must take care to catch the fundamental tone of reason in things. And the school exists for no other purpose than to help you attain this end."

BE TRUE.

Thou must be true thyself,
If thou the truth would'st teach.
Thy soul must overflow, if thou
Another soul would'st reach.
It needs the overflow of heart
To give the lips full speech.

Think truly, and thy thoughts
Shall the world's famine feed.
Speak truly, and each word of thine
Shall be a fruitful seed;
Live truly, and thy life shall be
A great and noble creed.

THE meeting of the State Association, at Lansing, Mich., Dec. 26-7-8, was the largest ever held in the State. The following were elected officers for the ensuing year: President, Supt. C. T. Grawn, of Traverse City; vice-presidents, Prof. A. Lodeman, of Ypsilanti, and Supt. N. A. Richards, of Greenville; secretary, Supt. F. R. Hathaway, of Hudson; treasurer, Supt. T. L. Evans, of Jackson.

COL. GEO. T. BALCH, of New York, recommends that hereafter the American patriot salute be given in the following form: "We give our Heads!—and our Hearts! to God and our Country!—One Country!—One Language!—One Flag!" and that in this form it be known and recognized as the AMERICAN PATRIOT SALUTE.

From this date forth, therefore, let all the schools in this free land of ours—but especially the PUBLIC SCHOOLS with their millions of pupils—commence their daily exercises at the morning assembly by, *first of all, joyfully giving themselves TO GOD and their country.* So shall the schools be brought very close to the Creator, and His Spirit shall abide with them day by day. Then shall the sound of that unjust reproach for so many years cast upon the public schools by their enemies—that they are "Godless"—be silenced forever.

If unhappiness comes to the child in its childhood is it not more than a betrayal of confidence? Is it not a betrayal of innocence as well? Can any money saved compensate a man or society for such a betrayal? The rich are rather stewards of wealth than owners of it. Our schools arm and equip the young to provide for themselves, hence investments to establish, extend and maintain our common school system become not only paying investments, but blessings and frugalities alike to all and for all.

A GOOD teacher both creates and supplies a demand for good teaching.

HON. ANDREW D. WHITE says, "There is too much training of men to get a living by their wits, and not enough to enable them to get a living by their hands."

THE child who does not find the best books in his school work does not find them in his home, and between the two misses great literature altogether. So the school comes in to redress the wrong.

THE people see that there are situations in politics so degraded that they cease to count in any intelligent division of opinion.

THE people, fortunately, thanks to our common school education, have more than one tongue to speak for them.

THIS impotence of our national congress which has paralyzed the industry of the country is not incurable. More intelligence and more patriotism, both of which are taught in our common schools, will remedy these disasters.

WHOEVER can compute the waste and loss, the obstruction to industries of every sort from our lack of knowledge. Ignorance costs. Intelligence, justice, these pay.

How can we get honesty, intelligence and justice from the united action of knaves and fools? Let us try some other remedy, this does not bring relief! Behold we shall grow wiser in thought and in action, or we shall die.

Good intentions are commendable, but cannot be substituted for knowledge, wisdom, action.

IGNORANCE leaves men with no power to form a right judgment in regard to things or to conduct. One need not enlarge on the results of such a condition.

WHAT is good and sublime is only revealed to us by the divinity of our hearts.

EVERY child is a new world for those who observe it with intelligence and sagacity.

It is not quite so much our words as it is these untoward events that claim attention. We shall be fortunate if we are able to solve the problem wisely.

GOOD government means and consists in getting good men and able men elected as law-makers by any and all parties.

THAT REPORT.

To make mine eye the witness of that report
Of which I so oft have heard.—Shak.

WE have the report of the Committee of Ten on "Secondary School Studies," together with the report of the conferences, making a volume of 249 pages. W. T. Harris, U. S. Commissioner of Education, in transmitting the report for publication to Hon. Hoke Smith, Secretary of the Interior, says: "I consider this the most important educational document ever published in this country."

The Committee of Ten consisted of the following named gentlemen:

Charles W. Eliot, President of Harvard University, Cambridge, Mass., *Chairman*.

William T. Harris, Commissioner of Education, Washington, D. C.

James B. Angell, President of the University of Michigan, Ann Arbor, Mich.

John Tetlow, Head Master of the Girls' High School and the Girls' Latin School, Boston, Mass.

James M. Taylor, President of Vassar College, Poughkeepsie, N. Y.

Oscar D. Robinson, Principal of the High School, Albany, N. Y.

James H. Baker, President of the University of Colorado, Boulder, Colo.

Richard H. Jessie, President of the University of Missouri, Columbia, Mo.

James C. Mackenzie, Head Master of the Lawrenceville School, Lawrenceville, N. J.

Henry C. King, Professor in Oberlin College, Oberlin, O.

Every gentleman named on the above Committee of Ten accepted his appointment, and the Committee met with every member present, at Columbia College, New York City, from the 9th to the 11th of November, 1893, inclusive.

This Committee of Ten, after a preliminary discussion, decided to organize conferences on the following subjects: 1. Latin; 2. Greek; 3. English; 4. Other Modern Languages; 5. Mathematics; 6. Physics, Astronomy, and Chemistry; 7. Natural History (Biology, including Botany, Zoology, and Physiology); 8. History, Civil Government, and Political Economy; 9. Geography (Physical Geography, Geology, and Meteorology). They also decided that each conference should consist of ten members. They then proceeded to select the members of each of these conferences, having regard in the selec-

tion to the scholarship and experience of the gentlemen named, to the fair division of the members between colleges on the one hand and schools on the other, and to the proper geographical distribution of the total membership. After selecting ninety members for the nine congresses, the committee decided on an additional number of names to be used as substitutes for persons originally chosen who should decline to serve, from one to four substitutes being selected for each conference.

The ninety members of the conferences were divided as follows: forty-seven were in the service of colleges or universities, forty-two in the service of schools, and one was a government official formerly in the service of a university. A considerable number of the college men, however, had also had experience in schools. Each conference, in accordance with a recommendation of the Committee of Ten, chose its own chairman and secretary, and these two officers prepared the report of each conference. Six of the chairmen were college men, and three were school men; while of the secretaries, two were college men and seven school men.

UNITY OF EFFORT.

If anyone feels dismayed at the number and variety of the subjects to be opened to children of tender age, let him observe that, while these nine congresses desire each their own subject to be brought into the courses of elementary schools, they all agree that these different subjects should be correlated and associated one with another by the program and by the actual teaching. If the nine conferences had sat all together as a single body, instead of sitting as detached and even isolated bodies, they could not have more forcibly expressed their conviction that every subject recommended for introduction into elementary and secondary schools should help every other; and that the teacher of each single subject should feel responsible for the advancement of the pupils in all subjects, and should distinctly contribute to this advancement.

BETTER TRAINED TEACHERS.

Persons who read all the appended reports will observe the frequent occurrence of the statement that, in order to introduce the changes recommended, teachers more highly trained will be needed in both the elementary and the

secondary schools. There are frequent expressions to the effect that a higher grade of scholarship is needed in teachers of the lower classes, or that the general adoption of some method urged by a conference must depend upon the better preparation of teachers in the high schools, model schools, normal schools, or colleges, in which they are trained. The experienced principal or superintendent in reading the reports will be apt to say to himself: "This recommendation is sound, but cannot be carried out without teachers who have received a training superior to that of the teachers now at my command." It must be remembered, in connection with these admissions, or expressions of anxiety, that the conferences were urged by the Committee of Ten to advise the committee concerning the best possible—almost the ideal—treatment of each subject taught in a secondary school course, without, however, losing sight of the actual condition of American schools, or pushing their recommendations beyond what might reasonably be considered attainable in a moderate number of years. The committee believe that the conferences have carried out wisely the desire of the committee, in that they have recommended improvements, which, though great and seldom to be made at once and simultaneously, are by no means unattainable. The existing agency for giving instruction to teachers already in service are numerous, and the normal schools and the colleges are capable of making prompt and successful efforts to supply the better trained and equipped teachers for whom the reports of the conferences call.

We give these somewhat extended extracts from this "report" because we believe that the work done by *ninety experts*, such as were selected by the Committee of Ten, and which was supplemented by their experience and wisdom—we believe such a report worthy careful study and consideration. We see some of our valued contemporaries are inclined to take a "ludicrous view of the matter."

It looks as if, under the present unpatriotic organization, we cannot get the use of what wisdom is—actually extant, and that highest places in our court of last resort are being sold for a "mess of pottage." How can it be otherwise than that the people must smart roundly for this unwisdom!

WELL DONE.

So said, so done, is well.—Shak.

WE should like to see the following resolution, adopted by the teachers of St. Ferdinand township, St. Louis county, re-adopted by every township and by every county institute in the State of Missouri:

"Resolved, That we recommend a hearty support of the President of our State Teachers' Association, and urge a large attendance upon the same, which is to be held at Pertle Springs next June."

Over 12,000 teachers attended the county institutes held last season with great profit to themselves and to their schools. Over 100,000 people, with the teachers, attended the mass meetings held in Alabama last year under the vigorous campaign carried on by Hon. John G. Harris, State Supt. of Education in that State. He says further that "the prime and controlling object of the 'educational campaign' has been fully and satisfactorily accomplished. The minds of the people have been stirred as never before. To reap the fruits growing out of this enterprise it is necessary that the campaign, so auspiciously inaugurated, be carried on annually in some form or other, opening new avenues of thoughts, creating new methods and systems by which to reach a greater degree of success. It is the most important work in the State!"

We ought to inaugurate a similar campaign insuring like results in the State of Missouri.

RAILROAD TRAVEL.

Call it a travel that thou takest for pleasure.

—Shak.

FROM a preliminary report of the incomes and expenditures of railways in the United States for the year ending June 30, 1893, just been published by the inter-state commerce commission, we glean the following interesting items of information which we are sure will be read with interest by our more than 400,000 school teachers in the United States. The report includes the returns from 458 companies, whose reports were received on or before February 1, 1893 and covers the operations of 145,869.58 miles of line, or 87 per cent. of the total operated mileage in the United States for that period. The gross earnings were \$1,085,585,281, of which \$322,805,538 were from passenger service, \$73,249,365 from

freight service, and \$23,630,378 were other earnings from operation, covering receipts from telegraph, use of cars, switching charges, rents, etc.

The number of passengers carried one mile were 12,825,973,314, being 87,928 per mile of line. The number of tons carried one mile were 84,997,043,817, or 582,692 per mile of line.

The decrease in density of traffic does not differ in any marked degree from that of previous years, which shows that there is a constant and, to a certain extent, a uniform extension of business from year to year.

There is an increase in 1893 over 1892 in the net earnings of \$9,774,957, and an increase of dividends of \$1,963,713.

Our teachers travel more and more every year to attend the local, county, State and national educational associations. State Supt. Wolfe reports that the 12,000 teachers of Missouri were in attendance upon the county institutes last year, most of them reaching the place of meeting by railroad travel.

Hon. John G. Harris, State Supt. of Education in Alabama, states that the reports of county superintendents, now on file in his office, show that over 100,000 people in that State, including the teachers, attended the educational mass meetings held, and that in some of the counties, where there were two lines of railroads, over one-third of the population were present.

State Supt. Harris says: "Even under the pressure of hard times the schools all over the State have opened with a larger attendance than in any previous year. In a great measure, this is attributable, in our opinion, to the 'educational campaign,' which pressed the great question of education home to the hearts of parents and people."

WHY NOT?

It was a gentle business, and becoming
The action of good women.—Shak.

WHY not? And why not full suffrage in all the States? Is there any question of more importance than the education of the people? It is said that women have been granted school suffrage in Arizona, Colorado, Delaware, Idaho, Illinois, Indiana, Kansas, Kentucky, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, New York, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Vermont, Washington, Wisconsin

and Wyoming. The sentiment is growing and will likely result in a similar suffrage in every State in the Union.

WE must find wiser and more patriotic legislators than this—wiser or we perish.

WE presume the report of the committee of 100 experts, which is considered by good authority to be the most important educational document ever published in this country, can be had by any teacher who will write to their Senator or Representative in Congress in Washington, D. C., asking for a copy.

THERE is scarcely a school or a home however humble but what has been benefitted by the practical, helpful and beautiful work in drawing and coloring of Messrs. L. Prang & Co., of Boston, Mass.

We find this deserved notice of this enterprising firm in the *Literary World*, of Boston: Messrs. L. Prang & Co. send out this year their usual fine assortment of art books, calendars, etc. Whittier's poem, "Pumpkin Pie," has been "served up artistically" by F. S. Mathews in the shape of a quarter section of this famous New England product; Margaret May has made a pretty booklet, *Pools in the Sand*, based on an illustration in one of Phillips Brooks' sermons; *Winter Song* and *A Message, Sweet Violets*, and *Pansies* are three charming flower books; the *Poetry of the Charles* has photographs of Longfellow, Lowell, and Holmes, and water colors of their houses in Cambridge and three river scenes by Louis K. Harlow; *A Man Without a Heart* is one of Grimm's fairy tales happily illustrated by Rosa Muller Sprague in a small quarto. Beautiful in different ways are the pictures of "Celestine," by Burham Rigby; of "Doves," by Miessner; and "Good Night," by Ida Waugh. "Thomas' Orchestra," by Louis A. De Ribas, amusingly depicts seven cats performing on various instruments. "The Flower Fancies Calendar" for 1894 is composed of four heavy cards and a title card, all richly decorated with admirable water colors. "The Cities of the United States Calendar" gives a comic figure over each month.

ARE our present facilities for educating the masses yet adequate to our needs? If so, why so much and such flagrant misgovernment?

THE School Board of St. Louis in the final adjustment of the 'Library Matter' have done an altogether sensible and creditable thing. These were merely the "custodians" and not in any sense the owners of "The Public Library." Librarian Crunden has proven himself to be one of the most competent and sagacious managers in the United States. Always and everywhere commanding, by his ability and deportment, something better and beyond respect. St. Louis could not afford to show disregard to such a faithful, conscientious public servant, either directly or indirectly. We were cognizant months ago of tempting offers made to him to leave St. Louis. We congratulate the city that he consents to stay and inaugurate in fact as in name our "free library."

THE Executive Committee of the St. Louis Single Tax League seems to believe in intelligent agitation. In this they show wisdom. People are so absorbed in their avocations that truth, to find lodgment and bring forth fruit, must be stated by the printed page and by the voice of some one uplifted and inspired to speak it. Mr. Louis F. Post, of New York, one of their ablest advocates, delivered an address at the Grand Opera House, St. Louis, Sunday, March 11, at 3:30 p. m.

ONE thing is certain, and that is that we must consent to be misgoverned and pay the penalties of this misgovernment until we learn how to suggest proper remedies.

Is it not cheaper and better to learn than to pay the penalties which ignorance imposes? We think so, hence we urge that our unsectarian common schools be established in all school districts and their advantages be extended until all the people are made intelligent.

OUR system of common, unsectarian schools must be everywhere established and extended so as to be made adequate to the needs of the people—adequate to create wise law makers, to enact justice and right and erect statistics to embody these.

BARON VON HUMBOLDT says, "Whatever we wish to see introduced into the life of a nation must be first introduced into the life of its schools."

ARE the funds *on hand*,—and sufficient to pay the teachers each month as other State and county officers are paid. This should be looked after and provided for in all the States without further delay.

THE report of the Golden Gate Kindergarten Association, San Francisco, of which Mrs. Cooper is the good genius, shows that out of its 10,000 pupils only one has been a law breaker. Mrs. Cooper has had as financial backers two women who have made her work possible—Mrs. Leland Stanford and Mrs. Hearst.

Is it not plain that if this *is* a government of the people, for the people, by the people, we must educate the people so that they can create and enact laws that are wise and just? Have we done this as yet? We are paying a billion of dollars of taxes now for being *mis-governed*, and things are not improving? Intelligence, patriotism, wisdom are cheaper in the long run than ignorance, selfishness and foolishness. In a government of the people, for the people, by the people, we get one or the other of these trinities. We seem, unfortunately, to be under the control of the latter now, hence we suffer in paying the penalty of our choice.

CRITICAL.

The most worldly loss thou canst unfold.
—Shak.

OUR geography and history and commercial classes ought to take hold and agitate this subject of building the Nicaraguan ship-canal. The conditions have become critical.

Courtney De Kalb, in the last issue of *The Forum*, says: "We must bear in mind that if the ownership of this waterway goes abroad, whether the military possibilities of the situation are realized or not, our whole commerce, coast-wise and foreign, which would use the canal, would for all time be subject to a tax for the benefit of the foreign capital invested therein, causing a further drain of gold from our vaults, which at the lowest calculation would within a single generation aggregate a sum sufficient to have constructed the canal. In other words, if we do not choose now to build the canal and reap the consequent advantages of the investment, we will ultimately not only pay the whole cost of its construction to the foreign owners, but we will pay it over and over again.

"If we lose this waterway it means loss of prestige as a nation,

loss of financial strength, narrowing of our commercial opportunities, and an ever-deepening sea of diplomatic troubles. If we rise to the emergency and make it our own, it means a free expansion of our domestic commerce from ocean to ocean, a well-balanced political development destructive of dangerous tendencies to sectionalism, a broader field for investment of capital at home and abroad, larger prosperity for every manufacturer, tradesman, and wage-earner in the republic, and security from entanglements with foreign powers. To build the canal and own it means growth; not to build and own it means contraction."

KENTUCKY.

We are born to do benefits.—Shak.

THE quiet, persistent, effective, far-reaching work done by Hon. Ed. Porter Thompson, State Superintendent Public Instruction, Kentucky, has for some time past attracted the attention of the leading educators of the United States and in foreign lands as well. The Legislature of Kentucky have shown wisdom in heeding the counsel of this able, honest, fearless, wise counsellor and leader.

Pigmies may bark at his heels, but when county and city superintendents and other leading teachers of the State give expression to the fact that "there is not a hamlet or country district in the State that is not benefitted by the zeal you have aroused through direct efforts and the various instrumentalities through which you have worked"—then we are re-assured of the truth stated some time since in these columns that every pulsation of his heart is a throb of sympathy for the people and for the 700,000 children of the State. We plead guilty to valuing such a man beyond all other sorts of men. Kentucky will still find in State Supt. Thompson a safe, wise counsellor and leader.

This letter of Supt. Burke, of Newport, is so good we give it entire, as follows:

NEWPORT, KY., Feb. 3d, 1894.

Hon. Ed. Porter Thompson, Frankfort, Ky.

DEAR SIR:—Permit me to thank you for a copy of the report of the Committee on Secondary School Studies recently received from you.

I have read part of it with great interest and profit, and will read it all. It is a clear philosophical statement and solution of many of the problems presented to educators, sufficiently advanced to meet the demands of the times, and sufficiently conservative to be practicable.

Allow me further to express my high appreciation of your services to the cause of education in this State. Owing to your efforts there have been a general quickening in educational interests, and an advance of educational forces all along the line. There is not a hamlet or country district in the State that is not benefitted by the zeal you have aroused through direct efforts, and the various instrumentalities through which you have worked.

I make this statement not to flatter you or to obtain any favor, but solely to assure you that I appreciate your efforts, and wish you further success in all your measures in disseminating intelligence and virtue among the masses. That you may be instrumental in giving Kentucky the best system of schools of any State in the Union, as well as the best schools, is the wish of your friend,

JOHN BURKE,
Supt. of City Schools.

Why not *recognize* such valuable work as this constantly? How much it would strengthen the hands of our co-workers if teachers, city and county superintendents would do this. We shall be glad to find room for all such communications. They help to *build up* and to inspire confidence. Small criticisms, fault finding and pulling down the work being done must seek other channels. We have no room for that sort of chaff. It has been threshed over so much that it has become our duty to recognize good work done. Men do not gather grapes of thorns.

TENNESSEE.

It is an earnest of a further good that I mean.
—Shak.

HON. FRANK M. SMITH, State Supt. of Tennessee, has arranged thus early for at least four great gatherings of the teachers of this State during 1894.

The four Central State Institutes will be held at Knoxville, Mont-eagle, Nashville and Jackson. Each of these institutes will be in session one month. The following teachers have been secured:

Hon. Thos. H. Paine, Jackson.
Prof. Wharton S. Jones, Memphis.
Prof. S. A. Mynders, Lexington.
Prof. Price Thomas, Union City.
Prof. McGee, Trenton.
Prof. A. P. Bourland, Nashville.
Prof. Wycliff Rose, Nashville.
Prof. C. E. Little, Nashville.
Prof. Webb, Nashville.
Prof. T. C. Karns, Knoxville, is principal. The other members of the faculty have not been selected. The instructors for the Nashville Institute are also to be named later.
In addition to this a teachers' department has recently been organized in the State University at

THIS CURIOUS THING

Is a Sweat or Excretory Gland. Its mouth is called a PORE. There are 7,000,000 in the human skin. Through them are discharged many impurities. To close them means death. Sluggish or clogged pores mean yellow, mothy skin, pimples, blotches, eczema. The blood becomes impure. Hence serious blood humors. Perfect action of the pores Means clear, wholesome skin, Means pure blood, Means beauty and health.

Cuticura Resolvent

Exerts a peculiar, purifying action upon the skin, and through it upon the blood. Hence its cures of distressing humors are speedy, permanent and economical. Like all of the CUTICURAS, it is pure, sweet, gentle, and effective. Mothers are its warmest friends.

MAGNIFIED.
Sold everywhere. Price, \$1. POTTER DRUG & CHEM. CORP., Sole Prods., Boston.

TELEGRAPHY.

WHERE and WHY you should learn it. Particulars free. Send me your address please.
W. FIELDS, Box 14, West Salem, Ill.

DO YOU WANT A FLAG?



WILL those patriotic citizens who wish to show their patriotism by owning a flag bear in mind when they buy one, that owing to the change in the Tariff Laws

large quantities of Bunting and Flags are being manufactured in Europe for import into the United States, and will soon be offered in competition with American-made goods, and those who believe American Flags should be made in America, of American Bunting, kindly remember that in the making of our Flags, nothing but the best American Bunting is used. This fact coupled with our guarantee of return at our expense, if not thoroughly satisfactory, should, we believe, receive some consideration when contemplating the purchase of a Flag. Send for catalogue, free.

AMERICAN FLAG MFG. CO.,
EASTON, PA.

Knoxville. It is growing rapidly and is patronized by teachers of both sexes from all parts of the State. The main object is to prepare well-trained teachers for the primary and secondary schools of Tennessee, though there is an advanced course to prepare for higher work. Under the late law for that purpose, secondary schools are being extensively organized, but there is a great lack of properly *qualified* teachers. The State University is doing its part to meet this new demand.

Good schools will build up the country everywhere. For particulars address Prof. T. C. Karns, principal of the teachers' department, University of Tennessee, Knoxville, Tenn.

DON'T you see that knowledge is man's salvation—ignorance his curse and ruin?

NOTED PEOPLE OF THE DAY.

MRS. HARRIET BEECHER STOWE is said to be growing so feeble both mentally and physically that death is likely to come to her at any time. She is eighty-three years of age and is passing her last days peacefully and happily at Hartford, Conn., with her loved ones about her. As Harriet Beecher she lived in Cincinnati for nearly a quarter of a century. Her sympathies were with the slaves, and many did she help to escape at that time. Her first literary work was done as a contributor to the Semicolon Club, a learned literary society, of which she was a member. The most intimate friend of her girlhood was the first wife of Prof. Stowe, whose early death brought a mutual sorrow and sympathy which kindled the love that afterward caused them to become man and wife. Her immortal story, "Uncle Tom's Cabin," was published after she removed to Maine, her husband going there as President of Bowdoin College. Mrs. Stowe is loved by all who know her and her death will be universally mourned.



HARRIET BEECHER STOWE

COL. B. J. D. IRWIN, U. S. A., Medical Director of the Department of the Missouri, has been selected as one of the delegates to represent the U. S. Government at the Eleventh International Medical Congress, which opens in Rome, March 29th. Col. Irwin is well known in medical and military circles. He received his education in New York, where he spent his boyhood. His military record began in 1840, when he served as private in the Seventh Regiment of the National Guard of New York. He possesses a bronze medal presented to him by Congress for a remarkably daring bit of Indian warfare he executed in the Apache country thirty-three years ago. He was one of the foremost of the medical men during the late war. He devised the first field hospital, and in 1863 was appointed superintendent of the United States army general hospitals at Memphis, Tenn., where 60,000 wounded men were cared for during his two years' stay. He has served at nearly every part of the country.



COL. B. J. D. IRWIN

GENERAL MANIGAT, the Haytian exile, and his followers in Jamaica, are plotting to overthrow the present government of Hayti, and it is likely that the island will soon become again the scene of warfare. These revolutionists have been plotting this work for years, and are now preparing to carry out their scheme. They attempted to do so two years ago, but as certain persons taken into their confidence betrayed them, they were defeated. They have been steadily working ever since, but secretly. It is asserted now that they have



GEN. MANIGAT

secured two ships, and are almost ready for open operations. Nearly four years have elapsed since General Manigat went into exile, and accompanied by a party of devoted adherents, took up his residence at Kingston, Jamaica. It is not known just how strong the revolutionists are in numbers, but it is stated that they intend to consolidate all elements in Hayti opposed to President Hyppolyte, and overthrow the government.

It is reported that Prof. Elihu Thompson intends withdrawing from the General Electric Company, and organizing a new concern. Elihu Thompson is one of the foremost electricians of the day. He was born in Manchester, England, in 1853. He came to this country in 1860, and graduated at the Central High School of Philadelphia, in 1870. He studied chemistry, and for some time was assistant professor and full professor of chemistry and physics in that institution. He began the study of electricity in 1876, and in 1880 was appointed electrician to the American Electric Company, at New Britain, Conn. He at once devoted himself to inventing, and nearly two hundred patents have resulted. He invented the system of electric welding. Prof. Thompson is a member of the American Philosophical Society, of the American Academy of Arts and Sciences, and vice-president of the American Institute of electrical engineers.



ELIHU THOMPSON

EDGAR WILSON NYE, the great humorist, was suddenly stricken with heart failure a few days ago, and is now in a very critical condition. He was at Niagara Fall, N. Y., where he was billed to appear February 17, and was taken ill just previous to his departure from his hotel to the theatre. Mr. Nye was born in 1850, and New York in his place of residence. He has obtained fame as a humorous lecturer and writer. He is author of "Remarks," "Baled Hay," "The Forty Liars," etc. He has been married for some years, his wife being a most amiable woman. Every one knows "Bill" Nye too well to necessitate an elaborate account of his career.



EDGAR W. NYE

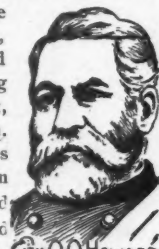
AMONG the notables attending the California Mid-winter Fair is Miss Jeanne Sarabji, of Poonah, India, who has the rank of Princess, but prefers to be known as Miss Sarabji only. She is the daughter of a converted Parsee, is talented and ambitious, and has studied all the branches usually taught in a first-class college. She speaks English as though she had never known another language, and is acquiring a knowledge of medicine and surgery. She will ultimately



JEANNE SARABJI

resume these interrupted studies, and expects to practice the profession among the high-caste women of India, where absurd prejudice prevent them from receiving medical aid except from a woman. The Princess attracted great attention at the Fair by her learning and pleasant manner.

MAJOR-GENERAL OLIVER OTIS HOWARD, commanding the Eastern or Atlantic division of the United States Army, is soon to be retired from service, having reached the age limit, sixty-four years. Gen. Howard has always been a Christian. In college he was called "Pious Howard," and for a long time has been called the "Christian of the Yankee Army." He came from a family of hardy, pious Maine farmers. He graduated with high honors from Bowdoin College, and then entered the Military Academy at West Point. He made rapid progress there, graduating in 1854, the fourth man in his class. When the war broke out he was Professor of Mathematics at West Point, but he immediately resigned and entered the service of the Union army. His brilliant war record is well known. He had the friendship and confidence of Lincoln, Sherman, Grant and Sheridan. He was recently chosen President of the National Temperance Society. Gen. Howard still enjoys excellent health, and will probably turn to literary work after his retirement.



GEN. O. O. HOWARD

JOHN S. JOHNSON, as America's champion skater, is attracting a great deal of attention just now. At the annual championship races of the Canadian Amateur Skating Association at Montreal, he won new laurels. He gained the mile race, time three minutes, three seconds, and would probably have won the five-mile race but for an unfortunate accident. He fell within a few feet of the finishing line, his body slipping over it, but as both his opponents, "Joe" Donoghue and McCulloch, had crossed the line, the judges gave them the race. Johnson is a resident of Minneapolis. He is quite young, and became popular in 1892, when he defeated Joe Donoghue, who had been the recognized champion since 1888.



J. S. JOHNSON

It is believed that the action of Wm. H. Murphy, in turning professional ball player, will prove an example which other students of colleges will follow. Murphy, who has joined the New York ball club, is probably the ablest and most widely known of all the college players in the country. He is at present a student at the Yale Law School. He was born at Southville, Mass., twenty-four years ago, is 5 feet 3 1/2 inches tall, and weighs one hundred and twenty-five pounds. He entered



W. H. MURPHY

Yale in 1890, and played his first regular game the following year, when the Yale team to which he belonged, defeated Princeton. He played center field in that game, but the next year he was placed at short stop, a position he has filled ever since. It is prophesied that he will become a leader of that popular game in this country.

JOHN Y. MCKANE, "King of Coney Island," has been sent to prison for violation of the election laws in the town of Gravesend, Long Island, and for other misdemeanors. McKane is fifty-two years old. He was born in County Antrim, Ireland, and when he was but fifteen months old his parents brought him to Sheepshead Bay and settled there. He learned the carpenter's trade at Gravesend, and afterward as a builder laid the foundation of his present fortune of half a million dollars. Twenty five years ago McKane was elected Constable of the town where he has for a long time reigned supreme, being the Supervisor, Chief of Police, President of Police, Town and Water Board, boss of its political destinies, in fact, the King of that delectable summer resort.



JOHN Y. MCKANE

Wide-Awake Journal.

MANY of our readers are teachers and are interested in the literature of their profession. We take pleasure in calling their attention to THE AMERICAN JOURNAL OF EDUCATION, owned and published by Perrin & Smith, of this city. THE JOURNAL is edited by Major Merwin, an able educator and a man of large experience in educational journalism. THE AMERICAN JOURNAL is a wide-awake, thoroughgoing advocate of all forward movements in the educational world. Subjects of interest to teachers are discussed in an able and wise manner by writers of experience and ability. The science and theory of education, literature, philosophy, criticism and school laws and legislation, are subjects which this journal makes prominent in every number. Even a cursory glance at this excellent periodical will convince any one of its value as an aid to the common school teacher. One feature which we desire especially to commend is its devotion to the welfare of the country. Its ringing editorials on civic and patriotic duties are worthy of the highest praise.—*St. Louis Observer.*

REV. WASHINGTON GLADDEN says, "That there is an industrial training, which is neither technical nor professional, which is calculated to make better citizens of the pupils, no matter what calling they may afterward follow; which affects directly, and in a most salutary manner, the mind and character of the pupil, and which will be of constant service to him through all his life, whether he be wage-earner or trader, teacher or clergyman."

WE ought to do our teachers the justice in all the States to arrange for their prompt and liberal payment at the end of each month, as other employees of the county and State are paid? The taxes should be levied in all the States to defray the necessary expenses of maintaining the schools a year in advance. This can be accomplished easily by a little wise forethought and wise action on the part of our school officers. We owe this justice to our teachers.

SIXTY millions of people ought to know enough to solve this "tariff problem" wisely and justly for all, but so far we do not know enough to do this. We have too many long-eared midas in congress and out of it to be wise, or rich or happy. Ignorance costs.

HIGH IDEALS.

I could say more,
But reverence to your calling makes me modest.
—Shak.

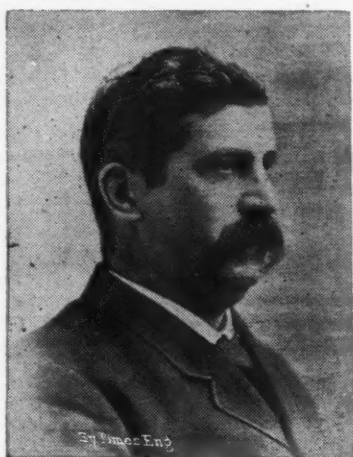
CAN we not begin to apply this remedy for a growing evil? We hope so. Prof. J. H. Hyslop, in the February *Forum*, says:

"If we are to have an educational system which shall boast of its moral character and influence, it must be organized on a basis qualified to produce that result. Men must be employed who, like Dr. Thomas Arnold, of Rugby, can give themselves up to moulding the character of students, and not to mere personal aggrandizement in science, literature, art and philosophy. But not even in our religious institutions is such a policy thought of, much less in the public schools.

"They are all organized upon a mercantile and economic basis. Appointments, promotions and salaries are all regulated by a policy that confers premiums either upon purely intellectual capacities, or upon all those questionable resources of power and influence which a tender conscience despises. No attempt is made to discover his devotion to the development of men, and then to place him where he need have no concern regarding his position and responsibilities. The moralization of the student must begin by the moralization of the system of instruction, and this can be accomplished only by abandoning the mercantile and economic method for a moral one. The competition in education should not be for numbers of students, as now, nor for merely great scholars as teachers, but also for those who know how to win the affections of students, and to command their reverence for moral qualities."

AN ARBOR DAY MANUAL.

He sits high in all the people's hearts.—Shak.



CHARLES R. SKINNER, A.M., DEP'T
SUP'T PUBLIC INSTRUCTION
STATE OF NEW YORK.

IT is a great joy to admire sincerely when one can. Nothing so lifts us from low things and mean imprisonments, be it only for a moment, as true admiration. To go up and keep company with those who inspire this feeling is a refreshment, but here are scores of the flaming poets and brilliant prose writers who come and pour upon us their great inspirations about the trees, the flowers, the brooks, the birds, the sky-scapes and the landscapes. How can we ever adequately express our obligations to one who has thus brought together a volume of nearly five hundred pages of these best expressions? The volume is indeed an "Arbor Day Manual."

Mr. Skinner says "this book had its inspiration in an acknowledged reverence for Nature—an admiration for trees and forests, an interest in the establishment and development of Arbor Day and its purposes, and a desire to furnish teachers and others with suitable material, carefully selected, in convenient form for the preparation of programs for Arbor Day exercises. Such exercises very properly accompany the planting of trees."

With this suggestive and helpful manual, Arbor Day is rapidly becoming one of the most interesting and one of the most extensively observed of school holidays.

Certainly the children will learn by these beautiful and appropriate exercises some of the uses and beauties of trees, and of the value of tree planting in its economic phases, and much can, and we hope will, be done to beautify the school grounds of our country. In addition to the "selections," there are a large variety of "specimen

programs," instructions how to plant trees, and what trees to plant, beside stirring and appropriate "Arbor Day music," how and when Arbor Day is observed in the various States, with a complete and extensive index of both subjects and authors.

Arbor Day in Missouri was established in 1886. To Nebraska belongs the honor, and to ex-Gov. J. Sterling Morton, now Secretary of Agriculture in President Cleveland's cabinet, the enthusiasm which crystalized the sentiment into an active force. As a result of this action, nearly 400,000,000 trees have been planted in this State alone.

State Supt. Sabin, in IOWA, has combined patriotism and tree planting in the exercises in that State happily and successfully.

In KANSAS the Governor issues a proclamation, and the school officers, teachers, pupils and taxpayers cordially unite to make the day pleasant and memorable.

In ILLINOIS, the law provides that the Governor shall annually designate by proclamation a day to be known as "Arbor Day," and the State Supt. of Public Instruction generally issues an appropriate program, a specimen of which will be found in this "Arbor Day Manual."

In COLORADO more than 300,000 trees have been planted, and the day designated by special proclamation is a "school holiday" in the State.

So of the other States this Manual gives the fullest and latest information. It is fortunate, too, that the plates, illustrations and other material of the "Arbor Day Manual" are now owned by C. W. Bardeen, and it is to be one of the regular publications of *The School Bulletin*. This fact insures the "Manual" being kept up to date in all respects.

The whole country is to be congratulated on this point. The volume before us is bound in pea green, printed on fine paper, and is in all respects a model volume for "Arbor Day" exercises in every school district in the United States.

THE Annual Meeting of the Department of Superintendence of the National Educational Association, of which State Superintendent D. L. Kiehle, of Minneapolis, is president, and Prof. F. Treudley, of Youngstown, Ohio, is secretary, was held at Richmond, Va., Tuesday, February 20, 1894.

LOOK at our "Billion Dollar Congress" not too closely, lest you see and hear things which will show the people the reason why they get nothing for this billion of dollars of taxes taken from them.

Hon. H. W. Blair, member of Congress from New Hampshire, made a motion that Washington's Farewell Address be read in the House of Representatives Feb. 22. This motion did not prevail, but Mr. Bland, member of Congress from Missouri, said "that on yesterday a scene occurred in this House such as I have never seen before in my service. I saw in this House gentlemen disobey the orders of the House. I saw them, in defiance of the Speaker of the House, refusing to obey the rules of the House when commanded by the Speaker. I saw gentlemen rise in their seats and boast that they had set at defiance the writ and order of this House. Mr. Speaker, if that is not anarchy and revolution, what is anarchy and revolution? (Democratic applause.)"

"We are, in this House, the fountain source of the law-making power that makes the laws of the people of this country. If we resolve ourselves into a body of anarchists, and if some one in the gallery should pour down a dynamite bomb and explode it among us, he would be no less and no more an anarchist than members. And if gentlemen believe that in the condition of this country, at this time; if they believe when the business interests of this country are not prospering, when millions of people are out of employment, when men are begging for bread, when they are in the throes of hunger and starvation, when they are looking to this House and this Congress for relief, when they expect we will do something in the way of relief, we may turn ourselves into a body of filibusters and obstructionists and anarchists, despise our own rules, and set at defiance the laws of our country, can we expect that these millions will not also become anarchists, and set at defiance the laws of this country?"

ENCOURAGING ANARCHY.

"They have had an example from us. I say, Mr. Speaker, the times are not propitious for the proceedings we have in this House. We were sent here to do our duty. We are here, and we are supposed to be doing our duty when a great large mass of people are begging

for bread. The people of this country do not go to their beds in comfort, in peace and in safety, and we are teaching to the anarchist mobs of this country that mobism is the prevailing rule of this House."

IN strange contrast from the "teaching of mobism" in the House of Representatives in Washington, February 22d, as stated by Representative Bland, of Missouri, were the millions of school children gathered in the school-houses of the country, to study and exalt the character and example of

GEORGE WASHINGTON.

Prof. Wm. M. Bryant, in his address at the St. Louis High School before the pupils, the Mayor, the School Board, and other distinguished citizens, said:

"To think of Washington is to fix your eye upon the focus of America. To think of America is to fix your eye upon the focus of the world. For in deepest truth America is above all an ideal—an ideal to be realized in its fullest significance only through the coming centuries.

America, then, is not properly outlined in the common school geographies. It reaches beyond the Atlantic, beyond the Pacific, farther than either pole—nay, it reaches around the world and includes all lands within its borders. Or, if you like to say that America stands for the Temple of Liberty, then the very sun is simply its heating apparatus, and the stars are but the electric bulbs in the ceiling of its auditorium.

Here we believe in, and are struggling hopefully to realize, the rule of that one, absolute, unchanging principle of equal rights for all men. And that principle can mean nothing else than that all men have the same nature—a nature truly regal; and that amounts to saying that in America all are born Kings and Queens and are destined to be clothed in the purple of universal suffrage and in the fine linen of public education.

And what are the types of American Kings and Queens?

We have only to look back to the Revolution and the types prove to be all there, plainly visible. Even the perverted types are there. There is the conspirator, Aaron Burr, who put private interest, private ambition, above all institutions, and immortalized himself in infamy.

There, too, is the traitor, Benedict Arnold, who sold his country

from mingled spite and greed. Benedict Arnold! Benedict—benedictus! Can that word deceive? Nay, in his case, the world continues to pronounce the word with such clear accent as unerringly conveys the real meaning: Maledict, maledictus! Never in such form came true Benediction to the world!

How different the other types?

There is plain Ben Franklin—the sober man of business, whose rule was never to buy what he did not need, no matter how temptingly low the price might be; and whose fine sense of honor, if not his actual words, expressed this hint: Better to wear a shabby coat if you must choose between that and a fine one with the tailor's bill as a button-hole bouquet.

Nor let us forget that the same plain Ben Franklin risked his reputation for sanity by venturing into cloudland that he might catch and tame the spirit of the lightning and reduce it to such degree of discipline that it might at length safely be entrusted with the most confidential messages of man to man, and even be induced at last to sweep away the veil of night and make the day perpetual.

But also we have our Jefferson—the first great American idealist—with boundless faith in man. It was he who first clearly discerned, so as once for all to express in words, the central political substance of the great anthem of freedom with which the whole world has, in reality, always been vocal.

And Franklin and Jefferson—each in his way—could not fail of seeing the necessity of universal education; though also, as would be expected, Franklin insisted upon the importance of education as a means to living, while Jefferson could not but apprehend it rather as the way to the right method of living.

Honor these as we may, still, central among all heroic Americans stands the noble ideal character—Washington! Let the little critics belittle Washington if they can. He is our great, grand man—our ideal American!

Have we idealized him into something superhuman? May all the blessed powers keep us from the fatality of ever attempting to reverse the process!

And beside George Washington, the great, ideal American King, there is securely enthroned in the hearts of all who love liberty, the beautiful type of the American Queen—Martha Washington.

*Franklin, Jefferson, George Washington, Martha Washington—what models upon which to form the character of American youth! A worthy vocation; patient, careful training; earnest, ceaseless work—these the conditions upon which you may hope in some worthy measure to emulate successfully such great models, and thus become each an American in deed and in truth—a man, a woman, whom all the world must unfailingly delight to honor!

THE REAL AIM OF CULTURE.

In faith it is exceedingly well aimed:

—Shak.

F. LOUIS SOLDAN, LL.D.,

Principal of the St. Louis High School, and Prof. Wm. M. Bryant, in their addresses on Washington's Birthday, emphasized the importance of a *practical* application of the culture gained by the pupils in their every-day life. Prof. Bryant asked and answered the question as to "what in truth is

THE REAL AIM

of all your training in mathematics, if not to aid in catching something of the secret of due measure in living? And your exercises in music and your studies in art—these are valid and valuable above all, because they lead you to feel with fullness the rhythmic nature of the world. So, too, your work amid such perplexing mysteries as those you find in physics, is of real benefit to you because it leads you to see with clearness how the minutest things in all the world are yet everywhere present, reaching out to infinity, and resistlessly laying hold upon even the remotest atoms in space.

"You deal also in the magic of chemistry, and in so doing you discover the wondrous method by which the genuine metamorphoses of all things have ever been produced. And beside all this, you trace out the central thread of gold in the strangely tangled web of human history, and in so doing you catch a glimpse of the truth of crusades and reformations and voyages of discovery, and learn that these are in truth but the fundamental and ceaselessly blended movements in the total life of man. And, through all this, you seek to attain a more and more perfect mastery of language, as the subtlest means of giving outward expression to the myriad-fold aspects of truth you gather from all the realms of your inquiry.

"And some of you add to this an elementary consideration of the mind itself as being the vital center of all the world; without which the world would have no meaning; to which alone the world must ever address its myriad-voiced vocality; for which the world is but the fitting field, affording room for fullest exercise of all its powers.

"But even so, the moment your vocation has been found must you not find your "case" to be "nominative" also? Surely from that moment you are the doer, the creative agent, shaping the world to human uses. And yet your very action is but reaction upon the ceaseless action of the world. And so, your "case" proves to be no less "accusative" than "nominative."

"You find your vocation; you become a creative agent; and also you are ceaselessly wrought upon by all the forces of the world. And with what result? Does not the world lend itself to you as a means and in this way prove itself to be "ablative" to you? And do you not serve as means to the improving of the world, and so prove yourself to be "oblativ" as toward the world? And do not land and sea and sun and star lavish their richest gifts on you? And does not that mean still further that you are in the "case" called "dative?" And does not all the world by just this means become altogether yours? And does not your "case" thus further unfold into the sweeping "genitive" of possession?

"And if all this is true then there can be no slightest exaggeration in saying that you are literally the center of the whole world; that you are the one subject of the world's great sentence, and also its verb—the one direct object, too, of that verb's action.

"And happy are you who live in America where already all these things are in so large measure but simple matter of fact, and not things vaguely longed for, or even not so much as dimly dreamed."

Our common schools which inculcate such high ideal, which give such *practical* training to the youth, best represent "America" in all this which does her greatest honor!

A GOVERNMENT to be popular must gain the people by justice, the commercial classes by security. Statesmen do not speculate on the rise and fall of whiskey and sugar, but only in the rise of National honor.

ARE the funds *on hand*—and sufficient to pay the teachers each month as other State and county officers are paid? If not, would it not be an act of both justice and good sense to arrange this matter in *all* the States, so that the money necessary to defray the expenses of the school be provided for in advance. It is just as well—nay, it is vastly better and more just to do this than to have the individual teacher bear the expense of this delay. Can we not inaugurate a needed reform in this respect? We think it ought to be done and that it can be done.

YES, it takes merit in ourselves to see merit in others.

THE men who organize, maintain and perfect our system of common unsectarian schools, fight the noblest battles and win the most enduring fame. They are an organized victory.

WITH a good teacher, the country district school is better than the city graded school, because it is more free from machinery and better adapted to develop the individuality of pupils. Hundreds of men and women of high standing to-day are thankful for the little wooden country school-house of their childhood, in which the educational methods pursued were infinitely more scientific than those now followed in many of our city schools."

EFFECTIVE CURE.

A PREACHER'S righteous soul was sadly vexed by the talking and giggling of some of the junior members of his congregation. Breaking off in the middle of his discourse, he looked straight at his tormenters and said:

"Some years ago there happened to sit right in front of the pulpit a young man who was perpetually laughing and talking and making silly faces. I stopped short and took him severely to task. At the close of the service a gentleman stepped up to me and said:

"Sir, you made a great mistake; that young man is an idiot."

"Since that time I have not ventured to reprimand any persons who behave themselves indecorously in church, lest I should repeat the same mistake and inflict censure upon an idiot."

There was exemplary silence during the rest of the service.

"THE ideal newspaper of the future will have an important editorial department devoted to the general subject of education, and particularly to local educational work."



PROF. J. E. BANGS.

'Tis an office of great worth
And you an officer fit for the place.
—Shak.

IT has been to us a source of great pleasure and pride, now, for more than a quarter of a century to give our teachers such recognition as their work deserves. The steady growth of culture and character, and the power these qualities give, exalt and dignify the profession of teaching until it gives a solid basis upon which to rear a permanent, an all-enduring structure of American Christian citizenship.

Take our friend, Prof. J. E. Bangs, Superintendent of schools of Fairbury, Ills., who, in addition to high literary attainments, seems to have also the genius of business, the unity and certitude which result from system, knowledge of men, foresight into the future fertility of expedients, affability of manners, energy of will which commands confidence as an administrative officer. The world has to obey him who thinks and sees in the world.

These qualities have made Prof. Bangs one of the best known educators of central Illinois. He is essentially a self-made man. A poor boy, reared on a farm, in his early life he had but few advantages.

Actuated by an intense desire for knowledge, with wonderful pluck and perseverance, he worked his way through school, receiving not a dollar of aid from any one. In 1882 he successfully passed the rigid four days' examination for State certificate, thus securing for life the State's endorsement of his fitness to enter the ranks of those who lead in thought in educational circles.

After leaving college he taught with marked success both at De Pue and at Lstant. An enlarged sphere of action and a larger salary took him to Washburn, where he established a course of study double the amount of tuition received each succeeding year, sent more graduates to college than many a man at the head of a school twice the size, thus making his school the model and the inspiration of all the schools of the county.

At the end of four years Washburn reluctantly yielded him to Fairbury, and in Fairbury he has remained for eight years, the popular City Superintendent of Schools. During his administration the high school attendance has increased 100 per cent.; remarkable results have been achieved in regularity of attendance and in punctuality, and the school has been placed on a firm and practical basis second to none in the State.

Since 1884 Mr. Bangs has been in constant demand as an institute conductor and instructor throughout the State. While, as this indicates, he is devoted to his profession, he is by no means a narrow minded or self-centered individual. Wherever his lot may be cast he always takes an active and lively interest in all lines of advancement.

Always a zealous Sunday-school worker, he has, for the past six years, been superintendent of a leading Sunday-school; he was for several years president of the local Chautauqua Circle; for three years president of the County Teachers' Association, while in district and State associations he has taken a prominent part.

Mr. Bangs is a man of excellent executive ability, and one people are wont to call a "born organizer." He has a rare faculty for harmonizing discordant elements and for securing the co-operation even of chronic fault-finders in anything he may undertake. As a disciplinarian of higher order he has no superiors. Among pupils his power is especially manifested in controlling and subduing the refractory, and all so quietly and naturally that they scarcely realize that they are being subdued.

He has been especially successful

in arousing and holding the interest of boys, so much so that he once presented for graduation, from a mixed school, a class composed entirely of boys, the majority of whom have since completed a college course with marked success.

Mr. Bangs is pre-eminently a man of the present. He is deeply interested in all the great social and economic questions before the people. He believes in the thoroughly practical in education, and constantly strives to direct the thoughts of his pupils to the realities of active life and the part they should take in them.

Having successfully fought his own way through the difficulties that beset the poor boys' path, he is eminently fitted both to sympathize with others similarly situated and to guide them to a like successful course of action.

Notwithstanding the record Mr. Bangs has already made for himself—earnest, energetic, alert, and in the full vigor of manhood—the world has reason to expect that the better part of his life is still before him.

IT is a fact worthy of note for every teacher that the number of school libraries is rapidly increasing, and that the interest in them is widespread. California, Colorado, Minnesota, North Dakota, Wisconsin, Michigan, New York, and some other States are doing more or less, by direct or indirect appropriations and by legislation, to extend systems of libraries for schools. Missouri has a "library day" when collections are taken for school libraries. What can we do without books to reinforce our work in the school room?

OUR teachers should understand and lead off in the free discussion of questions engaging the public mind from facts rather than a party standpoint. They would find this a potent mental awakening.

THERE is no investment of money, there is no philanthropy so direct, so economical, so far-reaching as that which works at the fountain head of public education.

CHRISTIANITY has drawn woman out of a state of slavery into one of equality.

DID you notice how easy it is to secure a University course of lectures?

We ought *now*, to do our teachers the justice to arrange the finances so as to pay them promptly at the end of each month, as other county and state officers are paid? Don't you think so too?

THE loving, courageous soul is a healer, a strength, a power and a glory in these days. Let such now come forward with their intelligence, take the place of the Midas-eared, braying, false leaders who have been worshipping in their ignorance a calf of gold.

LIGHT and intelligence mean brotherhood, always. Ignorance and darkness mean hate and selfishness. The schools stand for light—brotherhood, power. They are worth to all of us all they cost.

WHAT a wonderful and blessed capacity of the mind it is to take in all the good it can find. Such a mind is in unison with all that is intrinsically excellent and perfect.

THE academy of barn-door fowls should not attempt to instruct the eagle how to fly.

WE hope our friends will not be alarmed. Every writer must be allowed to make his work as expressive as he can. The more so, the better.

FLOSSIE is six years old. "Mamma," she asked, one day, "if I get married, will I have to have a husband like pa?" "Yes," replied the mother, with an amused smile. "And if I don't get married, will I have to be an old maid like Aunt Kate?" "Yes." "Mamma—after a pause—"it's a tough world for us women, ain't it?"

Two little girls were making their toilet for Sunday-school, and the hour was late. "Let us kneel down and pray that we may not be tardy," suggested one of them. "Oh, no," replied the other, "let's run, and pray as we run!"

IGNORANCE cannot lead—it is distrustful, helpless. A fair day's wages for a fair day's work, is a just demand; and if there was wisdom and justice and intelligence on the part of the men who assume or who are elected to govern this idea would be practicable. There is not intelligence enough for this; hence poverty, idleness, danger. Yes, ignorance costs.

IOWA records 19,207 teachers in attendance upon the Normal Institutes for 1893, and a good record it is, too.

THE ignorant, untaught, uncomfortable, unfed, pine in squalid destitution. This danger grows greater. Let us grow greater with this danger. Democracy means something better than this. Christianity means something better than this. Intelligence will solve this problem. Ignorance complicates it.

FARMERS' SONS.

The sweat of industry would dry and die
But for the end it works to.—Shak.

HERE are some strong reasons, clearly and fully stated, why our boys on the farm should be better educated. We hope our country teachers will not only have them read in all the schools, but see to it that they go into all the local papers. Our common schools create an intelligent constituency all the time for the local papers. The great bulk of our school officers are farmers, too, and we need to interest them more in the great work our schools are doing. Our teachers are becoming alive to the importance of circulating the *printed page* among the people, for the *special* advantages of having the *printed page* are these. If one does not fully comprehend at once what is stated, he has in the printed page the resource of a re-perusal, not only with himself, but with his friends; whereas if the lecturer, preacher or speaker is not clearly apprehended and understood as he goes on, there is no means of obtaining a repetition. By all means our teachers should consult and circulate the printed page among the people.

Here are the strong reasons, clearly stated, why the boys and girls on the farm should be better educated:

1. Because from the farm is recruited much of the stuff for great men.
2. Because in after years he will never regret having a good education.
3. Because educated farmers, as a rule, make our best citizens.
4. Because it broadens him intellectually and enables him to think better.
5. Because little of agricultural literature is really understood by those deficient in their education.
6. Because if he has agricultural tastes, it will make him a happier

farmer; if other, it will help him into the right channel.

7. Because one's college days always afford memories upon which a person delights to dwell, and the ties of association are lasting.

8. Because the farmer has more or less isolation, and the time spent at a distant institution of higher learning affords an excellent opportunity to get an insight into other people's ways and thoughts.

9. Because he will observe better and utilize his observations and experiences to greater advantages for being educated.

10. Because at the outset he should be better equipped for the work of life than the ordinary day laborer is.

11. Because there is a crying demand for educated farmers, especially for the purpose of breaking up the ruts which prevail in nearly every agricultural community.

12. Because there is monetary value in education. *Real estate* commands a *better price* in a community where people are *intelligent and educated* than where they are *ignorant*.

13. Because if farmers are better educated the unreasonable prejudice which sometimes exists against them will be allayed.

14. Because it is desirable to have retired business men move with their families to the country and bring their capital with them. It will increase the tax list. This will not be brought about unless country society is congenial and refined in some degree.

15. And because farmers need leaders in thought and action from their own ranks. Here a great field of usefulness opens to our country teachers of both sexes.

Explain to your school officers just what you want to do in the schools for their children, and in nine cases out of ten they will cheerfully and intelligently co-operate with you to make the schools stronger and more effective.

ON the brow of every teacher, if only we had eyes to see, shines a gleam from the light of a new day.

WE cannot distil knavery into honesty, even by legislation in Washington.

To be superficial is to be profane.

WISDOM, if we find that and put it at the top to govern, will lead out of weakness into strength, out of defeat into victory.

Children

who are thin, hollow-chested, or growing too fast, are made Strong, Robust and Healthy by

Scott's Emulsion

the Cream of Cod-liver Oil. It contains material for making healthy Flesh and Bones. Cures Coughs, Colds and Weak Lungs. Physicians, the world over, endorse it.

Don't be deceived by Substitutes!

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ST. LOUIS, MO.

AND ever near us, though unseen,
The dear immortal spirits tread;
For all the boundless universe
Is life—there are no dead.

LET us remember that to learn obeying is fundamental to the art of governing. Our schools train to obedience, industry, fidelity, wisdom.

ARE the funds *on hand*—and sufficient to pay the teachers each month as other State and county officers are paid? Arrangements should be made for doing our teachers this justice a year in advance.

WITH all our industry, with all our machinery, with all our corn, and wheat, and silver, and gold, we have not had wisdom to govern us, but only men who governed for wages—for “spoils.” Ignorance has misgoverned us. This must be apparent to the dullest intellect that pillows the skull which holds it on the stone floor, its body blanketless. Do we need to repeat again, either to the rich or to the poor, that ignorance costs? Have we reached the point where we are willing to pay what intelligence and wisdom costs?

MRS. ELIZA ARCHARD CONNOR’S sermon to young women, which won the New York *Sunday Press* prize, among more than 1,000 submitted, was elaborated under the following heads: “Do some useful work, and do it with enthusiasm. Lay up some money. Be sincere. Be helpful to others. Be neat. Stand by your own sex. Uphold forevermore the purity, dignity and worth of womanhood.”

It should be impressed upon the minds of the children constantly, that when one learns to read, he may associate with men of wit and genius, when these are at their best, and may choose his company from the authors of every age and clime. Here the rich man has no vantage ground over the tiller of the soil, or the toiler with the hand. It levels all *up* alike.

YES, there *is* something higher and better to live for in business and in politics than this greasy, dishonest interest of pudding. We must so teach and train in our common schools that the children will see this and act upon it in shaping their conduct and effort in life.

WE cannot “discover,” we have got to train, fit men for rulers, and when we find they have wisdom for this work, and experience added thereto, keep them in place, that is, wisdom, and not the opposite.

ANY school or any community now can have a “University Extension Course of Lectures.”

PROF. JOHN BURKE, City Superintendent of Public Schools, Newport, Ky., has a strong word of commendation for the teachers of our country schools, as follows:

They are a band of sisters and brothers in the profession that I greatly respect. Most of the eminent men of our time have been committed to their care, and their power for good is one of the most potent that exists in this country of vast responsibilities and opportunities.

The results of their work are seen and felt in our National and State legislatures, on the benches of our judicial tribunals, in the pulpit, at the bar, and in the busy marts of trade and industry. The majority of our truly great men came from the country, and very many of them were once country school teachers themselves.

GOV. FLOWER, of New York, in his annual message, states the total amount expended for public schools during the year was \$21,901,678.72, an increase of \$767,162.98 over the amount expended in the previous year. The larger part of this sum of course was raised by local taxation. The Governor renews previous recommendations for encouraging by all proper means the efficiency of the common school system. “Our free schools,” he concludes, “should be the first care of the State, and the object of wise and liberal legislation.”

WEST VIRGINIA.

LIFE IN OUR WORK.

He hath a daily beauty in his life.—*Shak.*

IT has been said the drop of a pin is felt throughout the universe. To deny it or disprove it is to deny or disprove the law of gravitation. In all our work we expend a part of our vital force. Virtue goes out from us or vice. We enter into each others lives; and, while our identity is not lost, we are changed for better or worse by every person whom we meet. Perhaps we might say that good to any individual affects to a greater or less degree every other person in the world.

We are taught that a single act done to one of the least of Christ’s disciples is done to Him. We cannot tell how—we cannot trace the influence any more than we can trace the influence of a pin dropped on earth in the matter of Saturn’s rings. If the doctrine of the solidarity of the human family be true, then good done to a human being on the prairies of the West is good done to the inhabitants of the steppes of Asia. It seems to me that it would help many a weary teacher on the prairies of Missouri,

among the mountains of West Virginia, where blooms the orange groves of Florida, or waves the cotton fields of Texas, to realize that they are in touch with each other—that the whole world will be better for their work, if well done. It will broaden their ideas, stimulate them to nobler purposes. We will feel that they are in touch with the great heart of humanity, and not mere excrescences and blotches which hinder the development of human progress.

Know this, dear teachers: If you are living a narrow, hypocritical, impure, ignoble life, you are putting that life into your pupils. You are doing your best to destroy them. Their strong, healthy, pure natures may be able to shake off the miasma of your life, as their strong physical natures may enable them to overcome the deadly miasma of the atmosphere.

If you are living a pure, noble, upright life, you are putting that life into your pupils. In this age of the world, when the wheels of commerce know no day, know no night, and its transactions outspeed the sun in its course, the teacher teaches not only for his own district but also for humanity.

J. N. DAVID.

PENNSYLVANIA.

THE good work done by the teachers in Pennsylvania in their institutes and in their private capacity, has resulted, as it will in all the other States, in a great increase of interest, not only among the tax-payers, but among the older pupils.

Practical measures of a helpful character should find a place for elaboration and discussion at every district, county and State meeting of educators. Hon. Nathan C. Schaeffer, Supt. of Public Instruction, says, “The effect of increasing the annual appropriation to five millions, is seen in an increase of teachers’ salaries, in the lengthening of the school term, and in the erection of better school houses.

“Marked progress has been made in the erection of school buildings, and in the purchase of libraries and apparatus. Everywhere the idea is gaining ground that the school should be made as pleasant and attractive as the home.

“The methods of lighting, heating and ventilating are studied by experts, and the competition between rival companies stimulates men to put their talent and genius into this branch of the work.

American school furniture has been vastly improved, and is now the admiration of the civilized world.”

In the Convention of City and Borough Superintendents of Pennsylvania, held in Altoona, in January, the topic, “Needed School Legislation,” was ably and fully discussed by Dr. R. K. Buehrle, Supt. Geo. J. Luckey, Supt. A. Wanner, Supt. H. S. Wertz. On the “Best Results from Teachers’ Monthly and Grade Meetings,” Supt. S. H. Dean, Supt. W. W. Rupert, Supt. D. A. Harman, Supt. Addison Jones, also made addresses.

Bucks county reports that of the 300 teachers of the county, only six were absent; and of these two were sick. On Directors’ Day 122 directors were present. Of course with such an attendance of school officers, the compensation of the teachers would be advanced.

Blair county also made an *advance* in the wages of teachers, besides repairing and renovating the school houses. The house at Elizabeth Furnace has been much improved and refurnished with patent desks, and flags provided also.

Whenever and wherever the teachers reach out and interest tax-payers in their meetings and in their work, by giving full and proper notice, their compensation will be surely increased. These teachers hold the fate of the richest possession of mankind in their hands, to be saved by their intelligence and public spirit, or to be lost by their ignorance and indifference.

WE confess we do not see the use of this underselling everybody. Does it bring happiness or profit, or establish equity and justice? These two last things are the important things to consider and labor for in this world, and all labor and profit is dross without these elements of equity and justice.

If the thought, the best feeling, the life of a great teacher has gone into the mind and soul of his pupils, who lived with him and lived after him, then he lives for all time. Each soul that is made strong by his influence and good by his spirit praises him, though it names not or does not even know his name. Such is the vitality of all right teaching and right living in this world.

“THOU shalt not” does not go far, but love takes us to heaven.

LITERARY NOTES.

G. P. PUTNAM'S SONS announce among their early publications the following:

NEWTON BOOTH OF CALIFORNIA. His speeches and addresses. Edited, with introduction and notes, by Lauren E. Crane.

PRIMARY ELECTIONS: A study of methods for improving the basis of party Organization. By Daniel S. Remsen. This volume will form No. 77 in the "Questions of the Day" series.

THE EVOLUTION OF WOMAN: An inquiry into the dogma of her inferiority to man. By Eliza Burt Gamble. Mrs. Gamble's investigations into the subject have led her to take in this familiar controversy a position in opposition to the generally accepted opinion.

The *Forum* will begin this seventeenth volume with an innovation which it is hoped, will prove very useful to serious students of current problems. At the end of articles of such subjects as "The Income Tax," "The Programme of the Nationalists," and other kindred discussions, there will be published a brief list of the most instructive books and articles bearing on both sides of these discussions, so that a reader may follow his studies further than any Review article can take him.

EDWARD BOK's successful article in the January *Cosmopolitan*, on "The Young Man in Business," has been reprinted in a tasteful and handy booklet form at 10 cents by The Curtis Publishing Company, of Philadelphia. To this reprint Mr. Bok has added some 14 pages of editorial matter answering "Three Uncertain Young Men."

The *American Journal of Politics* we commend cordially. It is edited with care and covers a wide field in an impartial manner. Political questions are here discussed on their merits without partisan bias, and this discussion is not confined to the "issues of the campaign." It deals with the vital problems of the times, and draws its material from the best writers in the country. Is it not time for us to discuss great questions on their merits and above and beyond a mere partisan standpoint? This journal aims to do this fully and freely.

ANDREW J. PALM & Co.,
New York City.

THE mid-winter number of the *Arena*, 164 pages, with its book review, its symposium and illustrations of "Rational Dress for Women," and the "Onward March of Uninvited Poverty," as if such a thing could be and not be "invited" in this world! The *Arena* is radical in the best sense of the word. It is a leader, heroic, fearless, grand, effective. We should like to see its free lance cut its way into every home in the United States. The *Arena* Publishing Co., Copley Square, Boston, Mass. \$1.50 per annum.

Can we not hear oftener from Mr. John Coleman Adams, who writes on "Lincoln's Place in History," in the *Century* for February? We hope so. He seems to have the historical instinct, and to be able to clothe it with plain, prophetic language. Of course the readers of the *Century* will not at all agree with Mr. Adams' conclusions on this subject, but

they will find his article profitable reading. In fact the *Century* for February is a number of more than usual interest, and that is saying a good deal.

Education, a monthly magazine devoted to the science, art, philosophy, and literature of education. Frank H. Kasson, editor, Boston, Mass. \$3.00 per year. A glance at the table of contents will induce a careful reading of most, if not all, the articles in the February issue. We notice an interesting article—all too short—on "Modern Triumphs of Mechanical Art," by Miss Anna Hinrichs, secretary of the St. Louis Writers' Club. We do not see how it would be possible to pack more facts of value and interest into the same amount of space. Our St. Louis Exposition managers are fortunate in having the story of its advantages told in this vivid way to the readers of *Education*. Miss Hinrichs is one of the popular syndicate story writers, and the power and prestige thus gained gives her prominence in other directions as well. Miss Hinrichs is the daughter of Gustavus Hinrichs, M.D., L.L.D., professor of chemistry at the St. Louis College of Pharmacy. Dr. Hinrichs has just prepared and read a paper on the "Centenary Commemoration of the Last Days of Antoine Laurent Lavoisier," a celebrated French chemist who was beheaded during the French Revolution. Strange to say, Dr. Gustavus Hinrichs' papers and discoveries are printed in the scientific journal of France. Why?

Scribner's Magazine for March opens with Tito Lessi's picture of "Milton Visiting Galileo," a wonderfully realistic piece of work. The "sea island hurricanes" is rather more realistic and vivid in both reading and illustrations than Milton's visit to Galileo, if such a thing were possible. The story is told by Joel Chandler Harris, and the illustrations are by Daniel Smith. The "High Building and Its Art," the "Farmer in the North," and "John March Southerner," by Geo. W. Cable, with other equally attractive articles, fill its pages full. Vol. 15, No. 3, price 25 cents. Charles Scribner's Sons, New York, publishers.

THE *Cosmopolitan* for March comes so brilliant and entertaining with an endless variety of prose and poetry that we are expecting another request to chronicle an order for a "hundred-ton order." This rush for the *Cosmopolitan* since the price was reduced to 15 cents per copy, is probably the reason that orders for extra copies are not promptly filled, but when it does come, it pays for waiting.

THE *American Journal of Politics*, Andrew J. Palm, editor, discusses with vigor, precision and breadth the "vital questions of the times," so as to show that "politics is the science of government." Andrew J. Palm & Co., 114 Nassau street, New York, 25 cents per number.

THE *Forum* for March is a strong, brilliant number. Price, 25 cents. Forum Co., N. Y.

WE say God-speed to the "Arena Clubs," inspired and guided by the *Arena*. This magazine speaks for the common people in a voice so kindly and strong and fraught with such messages as make for a new life. The *Arena* enlarges its border and influence faster than its pages increase. It throbs with vitality, life and brotherly love. The *Arena* Pub. Co., Boston, Mass.

THE *Century* and *St. Nicholas* come again after being missed for months. We wish every school library in the United States could secure copies of both these magazines, so that all the people could read each issue. Life would be vastly sweeter and larger, fed from these refreshing, inexhaustible fountains of poetry and prose—the best the age and time develops. The *Century* Co., New York City, N. Y.

THE *New England Magazine* for February, Vol. 9, No. 6, is a Washington's Birth-day number in an emphatic sense, with articles by a dozen or twenty new writers who say the best things in the best way to a growing multitude of people. New Englanders and their descendants in the West get vivid glimpses of the world in New England and outside of it, too. Warren F. Kellogg, publisher, Park Square, Boston. \$3.00 per year.

Our Great Offer.

EVER since the curtain of time went down upon that modern dream of Eden, the World's Columbian Exposition, hundreds of so-called official works of art have been issued by publishing houses all over the land, and all that possessed any merit have found ready sale, because if even a little of the wonderful and inspiring beauty of the White City was transferred to the white paper it was something extraordinary. Some have been sold at enormous prices, and some of the cheaper prints were humbugs pure and simple; but the most popular because the best of all were the views taken by permission from the photographs of the United States Government collection. Some of these, however, have been running for months, and the plates are getting worn and losing the distinctness, wherein lies all the beauty of art. THE AMERICAN JOURNAL OF EDUCATION is now offering a new series printed from brand new plates, and executed in a manner superior to anything yet placed upon the market. The views presented are lithographed upon fine tinted paper, bound fifty-five scenes in each part, and four parts complete the series. This is a rare work of art fit to adorn any library or parlor table, offered at a price which all can afford. It is also one of the finest educational enterprises ever conceived and should be placed in every home. See page 15.

IGNORANCE, stupidity, block-headedness, who can cipher out or sum up the results of it? The mischief of one, is not that enough without more? How many have we?

Bulletin of Points of Interest Reached via the Iron Mountain Route.

THE American public is seldom hoodwinked, and where facts are stated, they give the closest attention to anything calculated to interest them. The few facts mentioned below can be fully substantiated by a personal investigation.

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TEXAS.

Fair Texas has within its domain, in Austin, San Antonio, Galveston, and El Paso, four renowned health and pleasure resorts, that owing to the salubrity of their climate, makes them the "Mecca" for tourists, and invalids suffering with pulmonary troubles. Through Pullman service via the Iron Mountain Route reaches these points, as well as other Texas cities, in fast time.

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CALIFORNIA.

The land of sunshine, fruits and flowers, boasts of San Diego, Los Angeles, Sacramento, San Francisco, and a countless number of health and pleasure resorts that have a wide reputation throughout the world. Reduced rates are now in effect from points on the Missouri Pacific Railway and Iron Mountain Route to California, and the through service from St. Louis makes the Pacific Coast very popular with the tourist of the day.

For descriptive pamphlets pertaining to the above mentioned States and points, and for full particulars as to the best manner of reaching these sections, write to the undersigned.

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American Journal of Education.

BUSINESS DEPARTMENT.

Business Notes.

MR. L. P. GOODHUR, who has had many years experience as an advertising agent, has taken charge of our advertising department.

The Hawaiian Portfolio.

NOT many care to visit Hawaii just now, even of those who can afford such a trip. In Portfolio No. 3 of the "Photographic Tour of the World" that our readers are enjoying, the far-off Sandwich Islands are brought to our fire-sides. These are the first plates on Hawaiian subjects produced, and as usual the JOURNAL OF EDUCATION is quick to take the lead in presenting them to its readers. First comes a photograph of the Government Building, in which started the movement which drove the queen from her throne. Here the Provisional Government was proclaimed Jan. 17, 1893. The grounds are made beautiful by the luxuriant growth of tropical plants and trees. The photograph of a Hawaiian girl gives a good idea of the mixed breed of the inhabitants and the stage of development civilization has reached. The lavish use of flowers to decorate her person is one of the strongest characteristics of the native Hawaiian girl. It is a tropical country, and we are prepared to be reminded in the Birdseye of Honolulu of an old New England city, hidden away among the trees, and little visible outside of the more important city and government buildings and homes of royalty, except narrow gables, lean-to kitchen and visor-like verandas. The city is embowered amidst trees, flowers, giant ferns and cacti of endless variety and marvelous development.

See our great offer on page 15.

Vick's Floral Guide, 1894.

It contains descriptions that describe, not mislead; illustrations that instruct not exaggerate. This year it comes to us in a suit of gold. Printed in eight different colors, besides black. Colored plates of Chrysanthemums, Poppies and Vegetables. On the front cover is a very exquisite bunch of Vick's New White Branching Aster, and on the back is the New Double Anemone; 112 pages filled with many new novelties of value as well as all the old leading varieties of flowers and vegetables.

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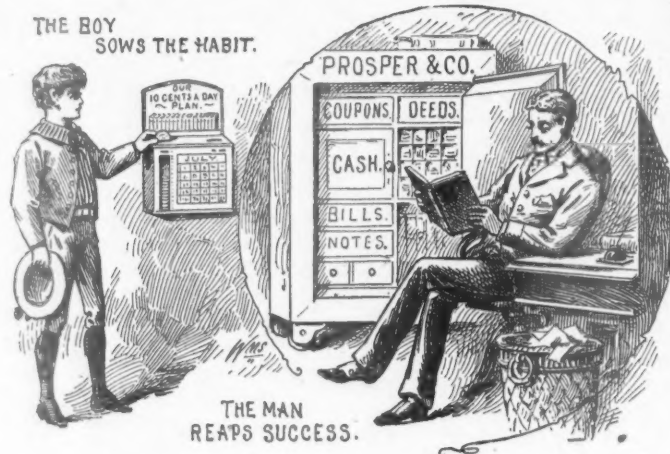
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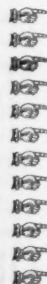
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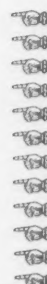
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